CIWP

2012-2014 Continuous Improvement Work Plan

Florence Nightingale Elementary School

Midway Elementary Network

5250 S Rockwell St Chicago, IL 60632

ISBE ID: 150162990252373

School ID: 610096

Oracle ID: 24671

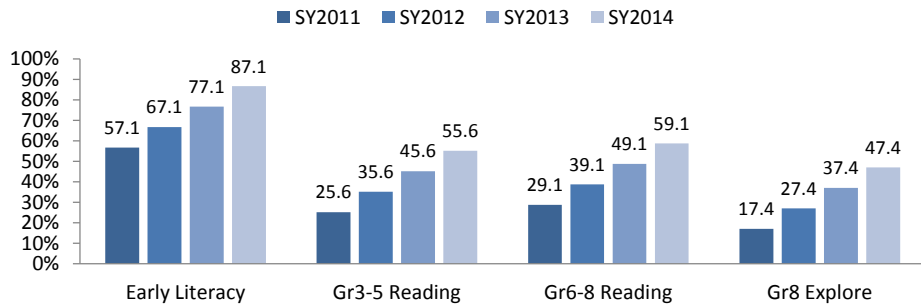CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide a rigorous and supportive educational environment that equips all of our students with the essential knowledge and skills they will need for college and career readiness. Through the implementation of Common Core State Standards, we are committed to a curriculum that differentiates instruction for all students, which fosters critical thinking, problem solving, and academic success.
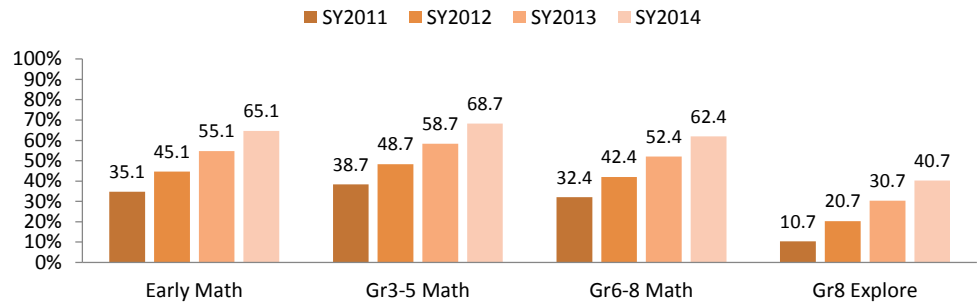
Strategic Priorities

1. Provide Reading and Math interventions for students who are in the lower 25% quartile based on diagnostic testing.

2. Implement Common Core using high quality differentiated instruction in kindergarten through eighth grade.

3. The ILT will analyze school-wide data, lead the teachers in professional growth, and increase the level of academic rigor through the application of CCSS.

4. Create an open, welcoming, and safe enviroment in which parents and community members work alongside the school in order establish the most successful enviroment for the students to achieve their goals.

5. Expand staff and student health and wellness initiatives to focus on nutrition and fitness.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	57.1	67.1	77.1	87.1
Gr3-5 Reading	25.6	35.6	45.6	55.6
Gr6-8 Reading	29.1	39.1	49.1	59.1
Gr8 Explore	17.4	27.4	37.4	47.4

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	35.1	45.1	55.1	65.1
Gr3-5 Math	38.7	48.7	58.7	68.7
Gr6-8 Math	32.4	42.4	52.4	62.4
Gr8 Explore	10.7	20.7	30.7	40.7

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Florence Nightingale Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Margeret Kouretsos	Principal
Adriana Sanchez	Assistant Principal
Michelle Soto	Lead/ Resource Teacher
Meghan Esposito	Lead/ Resource Teacher
Beth Brosius	Lead/ Resource Teacher
Anne Dempsey	Classroom Teacher
Nancy Heil	Classroom Teacher
Emily Cozzie	Classroom Teacher
Maria Castanedas	Parent/ Guardian

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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	57.1	67.1	77.1	87.1	**Early Math** % of students at Benchmark on mClass	35.1	45.1	55.1	65.1

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.6	35.6	45.6	55.6	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	38.7	48.7	58.7	68.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.7	58.7	68.7	78.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.6	71.6	81.6	91.6

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.1	39.1	49.1	59.1	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.4	42.4	52.4	62.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.1	64.1	74.1	84.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	47.7	57.7	67.7	87.7

8th Grade									
Explore - Reading % of students at college readiness benchmark	17.4	27.4	37.4	47.4	**Explore - Math** % of students at college readiness benchmark	10.7	20.7	30.7	40.7

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6					**Misconducts** Rate of Misconducts (any) per 100	9.4			

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	60.8	70.8	80.8	90.8		**ISAT - Reading** % of students exceeding state standards	8.2	18.2	28.2	38.2
ISAT - Mathematics % of students meeting or exceeding state standards	74.0	84.0	94.0			**ISAT - Mathematics** % of students exceeding state standards	11.3	21.3	31.3	41.3
ISAT - Science % of students meeting or exceeding state standards	60.3	70.3	80.3	90.3		**ISAT - Science** % of students exceeding state standards	3.1	13.1	23.1	33.1

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	-->		3
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has placed an emphasis on data driven instruction. There is an ILT whose main purpose is to analyze school data in order to generate school wide as well as grade specific SMART goals. A theory of action was developed and implemented. The key levers of the plan are; Common Core State Standards, Instructional Leadership Team, and Response to Intervention.	
	Principal Leadership	-->		3
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Professional Developments were scheduled in order to support the teacher's acquisition of the CCSS. Teachers completed in house and network professional developments that focused on unpacking CCSSs and the creation of CCSS aligned assessments. Other professional development sessions were teacher led to ensure that the material presented was relevent to our population. The principal instituted a teacher book club where professional titles were read and discussed collaboratively. Principal has set in place weekly grade level meetings. In these meetings, school-wide and grade level goals and benchmarks are evaluated. Principal provides weekly staff newsletters via email pertaining to the school vision and best practices. The administrative team meets bi-monthly. This team consists of the Principal, Assistant Principal, Bilingual Lead Teacher, Case Manager, Dean of Students, Counselor and Data Analyst. The purpose of this team is to inform each other of school business, and department specific information as well as to discuss what is and what is not	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		3
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Principal fosters leadership opportunities for the entire staff through multiple teacher committees and various school leadership roles. Prinicpal has put in place an ILT team that represents each grade level and department. Principal encourages staff to share information regarding best practices through bi-monthly staff meetings and professional development days. PD days consist of grade levels meeting not only by grade level, but by content areas and grade bands for vertical curriculum planning. Exit forms are required for teachers to reflect and offer constructive criticism.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT consists of a representative from each grade level and department. The team reviews school wide data and makes curriculum based decisions. They communicate these decisions to their grade levels via weekly meetings. This data is used to plan professional development days. In addition to data, the ILT is placing emphasis on the implementation of the CCSS by attending various network professional developments. The knowledge gained at these meetings is shared with grade levels. The ILT has worked alongside teachers in the process of "unpacking" the CCSS. Teachers are now successfully implementing the CCSS into their daily lessons.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT analyzes data beginning with school-wide and then grade level/department, and finally analyzes individual student growth. This analysis drives professional development and assists teachers in the placement of students into RTI programs and the Algebra program.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Teachers are in the process of "unpacking" and analyzing individual CCSS and have initiated the implementation of the standards into daily lessons. Within recent years, school funds have been used to enhance classroom libraries with an emphasis on grade appropriate, informational, differentiated texts. Teachers are mindful of aligning new purchases to the CCSS.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	CCSS are a priority when making new purchases of instructional materials. Current materials assist classroom teachers when differentiating instruction.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School- wide and classroom data is organized in a binder and is available to teachers. In order to monitor student progress, each grade level and/or team uses a variety of assessments which include DIBELS, TRC, IDEL, Scantron, Mclass, ISAT, Explore, and summative and formative classroom assessment. All lessons are aligned with the standards. Assessments are developed using the standards while incorporating a variety of methods to demonstrate level of mastery. IEP accommodations and modifications are followed for students with disabilitites. All teachers have a list of accommodations that are appropriate for ELLs.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Lesson objectives are consistently aligned with the standards, but are not always clearly communicated to the students. Although there is evidence of high level questioning techniques, most questions are aimed at assessing basic student understanding. Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. With the implementation of RTI and Guided Reading the amount of time spent with small groups has increased, however, whole group instruction is still prominent. Teachers regularly use formative assessments, teacher observation, student participation and student questioning in order to scaffold instruction. With the assistance of the ILT, teachers regulary analyze data in order to drive their instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has adopted Mclass and Scantron assessments to identify and diagnose students in need of academic support. The school has allotted time and support for providing interventions for Tier 2 and Tier 3 students. Student progress is charted for analysis of growth.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Whole staff professional development occurs regularly and is influenced by the introduction of new programs and policies. Professional development is monitored through teacher feedback provided on exit slips.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate regularly but the focus is on a variety of topics. Teachers and specialists meet informally to discuss progress for students receiving interventions. Most teacher teams share ownership for results in student learning. Special education teachers attend meetings with the appropriate grade level. The grade level teachers consist of a mix of bilingual and monolingual teachers. All grade levels have a representative on the ILT. Protocols are listed on all school agendas.	
	Instructional coaching	-->		**1**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	There is informal support for all teachers. Teachers are evaluated yearly and receive feedback. Professional Development days pinpoint areas of need. Sessions were conducted in small groups with an emphasis on extended responses, literature circles, and learning stations.	

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DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The school has implemented a Student Council, in order to give students a voice. 8th grade students are encouraged to visit and apply to high schools that have an IB program.	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Most students develop positive relationships with teachers as proven by frequent visitation from previous students. Students look to teachers for mentorship. All students are expected to adhere to the Student Code of Conduct and receive appropiate and fair consequences for their behavior. All students are engaged in the school community regardless of their abilities. The school values the cultural heritage of the students through various activities such as the celebration of cultural holidays, assemblies, and field trips. Academic achievements are fostered and celebrated through movie nights, Honor Roll Breakfast and Reading Buddies.	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school is currently in its third year of PBIS implementation. This program encourages and rewards positive behavior. The school has a Dean of Students who takes a proactive approach when dealing with behavior challenged students. That position ensures that all major infractions are dealt with fairly and consistently based on the Student Code of Conduct. A safe school enviroment is also maintained by the employment of three security guards.	

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Typical School	Effective School	Evidence	Evaluation
Expectations		-->	**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal provides information on school performance by sharing the school report card and by giving individual student results from standardized assessments. Teachers provide students and parents with grade level expectations and ways in which to achieve these. Parents are also informed of the consequences of unwanted behaviors. Students are provided with planners that outline the school expectations; students and parents receive the Student Code of Conduct. Expectations are also communicated via Open House meetings and parent/teacher conferences. Counselor provides information and assistance to all families as their child makes the transition to high school.	
Ongoing communication		-->	**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	The school provides multiple opportunities for parent communication beyond parent/teacher conferences. All students have a planner where teachers and parents can communicate daily. Other manners of communication are: the school web site, school marquis, various parent committees, weekly graded work folders, weekly newsletters, email. Informal discussions often take place before and after school.	
Bonding		-->	**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school makes parents feel welcome by providing a parent room, a full functioning PTA, NCLB, BAC,and LSC. The school offers services such as ESL and computer classes to parents. Parents were provided assistance on navigating the CPS Parent Portal and the creation of email accounts. The school hosts special events to include parents, such as Reading Night, Math Night, Honor Roll breakfast, school plays and assemblies.	

DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school reaches out to families in need by providing support from social services such as Catholic Charities, Check In/Check Out, DARE, GREAT, Youth Guidance, vision and hearing testing, and dental check-ups. Outside agencies meet with parents to provide information and give support for various issues. Individual support is provided when needed.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school hosts Career Days. Eighth grade students complete an Interest Inventory which provide students with a list of career that they may want to explore. College pennants are hung around the school to promote college awareness. Students are taken to a local university to experience a college campus enviroment. The students	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Students are provided opportunities to participate in rigorous academic programs during and after school including Algebra class, Science Club,and Battle of the Books, Homework Club and tutoring . Students attended Saturday School five weeks prior to the ISAT in order to advance their academic gain.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school provides a variety of extra curricular and enrichment opportunities such as SES, coed soccer, girls and boys basketball, girls volleyball, cheerleading, golf, Art Club, Accelerated Reader, Salsa dance, theatre, Book Club, jewelry making, Young Entreprenuer,	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	***College & Career Assessments***	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school places emphasis on student performance on standardized assessments. Teachers and administration analyze the data in order to prepare for future assessments and drive instruction for lesson planning. Students are provided with individual scores and the opportunity to reflect on their progress to set goals.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable to elementary school.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	To aid in transition for the following school year, families are provided with information such as the school calendar and supply lists and suggested summer readings. On the last day of school, students will report to the next year's homeroom and meet their new teacher and receive information and expectations for the new grade level.	

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		4
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school allocates discretionary funds to meet the needs of students based on teacher input and data analysis. These funds were used to alleviate overcrowding in certain grades and to remove students from waiting lists. To promote academic growth, Saturday school and after school programs were provided using these funds. Current academic programs were strengthened by purchasing advanced technology and classroom materials. The school actively identifies and pursues opportunities for outside funding through grant writing, petitioning local government, and alumni donations. Funds are used to meet the needs of families by	
	Building a Team	-->		4
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Teachers and administration work collaboratively in the interview process and selection. The principal seeks teacher recommendations for new hire possibilities. The interview team observes potential hires in a classroom setting when possible. In order to build a pool of potential staff, the school welcomes student teachers and observers through our partnership with De Paul, Concordia, St. Xavier and National Louis Grade level teams are organized to include the needed combination of knowledge and expertise to best meet the needs of the students.	
	Use of Time	-->		3
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school provides schedules that allow regular and meaningful collaboration among grade level teams. Morning committee and grade level meetings are scheduled in order to disseminate information from the ILT meetings. The school provides scheduled support for intervention services.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission is to provide a rigorous and supportive educational environment that equips all of our students with the essential knowledge and skills they will need for college and career readiness. Through the implementation of Common Core State Standards, we are committed to a curriculum that differentiates instruction for all students, which fosters critical thinking, problem solving, and academic success.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide Reading and Math interventions for students who are in the lower 25% quartile based on diagnostic testing.	Based on beginning of the year Scantron and Mclass data, less than half of the students are performing at grade level. In order to close the gap, these students are targeted for intervention.
2	Implement Common Core using high quality differentiated instruction in kindergarten through eighth grade.	Based on Explore results, fewer than 20% of our eighth grade students were college and career ready in Reading and Math. Implementation of the CCSS will ensure every child has the opportunity to receive a rigorous education in order to prepare them for their path to college and careers.
3	The ILT will analyze school-wide data, lead the teachers in professional growth, and increase the level of academic rigor through the application of CCSS.	Based on test scores, approximately half of our students are keeping pace with growth targets. It is essential to continuously analyze data in order to guide best teaching practices.
4	Create an open, welcoming, and safe enviroment in which parents and community members work alongside the school in order establish the most successful enviroment for the students to achieve their goals.	In order to provide our student's the best possible education , we need to have the support of the parents and community. Based on the school's 2011 Report Card, the rating for parent and community was average.
5	Expand staff and student health and wellness initiatives to focus on nutrition and fitness.	Based on the school's 2011 Report Card, Nightingale was not Healthy School certified. Our approval is pending.

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide Reading and Math interventions for students who are in the lower 25% quartile based on diagnostic testing.	Based on beginning of the year Scantron and Mclass data, less than half of the students are performing at grade level. In order to close the gap, these students are targeted for intervention.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze data to identify Tier 2 students.	ILT/ Teacher Teams	All	teachers	Quarter 1	Quarter 1		
Purchase a comprehensive RTI Program	Instructional Materials	Other student group	administration and RTI committee	Summer 2012	Quarter 1		
Provide professional development on RTI strategies.	Professional Development	Other student group	administration and RTI committee	Summer 2012	On-going		
Implement structured RTI program with Tier 2 students.	Instruction	Other student group	teachers	Quarter 1	On-going		
Identify and service students needing Tier 3 interventions.	Instruction	Other student group	teachers	Quarter 2	On-going		
Recommend students in need of a full case study.	Other	Other student group	teachers	Quarter 2	On-going		
Assess student and staff needs in order to implement a RTI program.	Instructional Materials	Other student group	teachers	Quarter 1	On-going		

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Florence Nightingale Elementary School

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Strategic Priority 1

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Implement Common Core using high quality differentiated instruction in kindergarten through eighth grade.	Based on Explore results, fewer than 20% of our eighth grade students were college and career ready in Reading and Math. Implementation of the CCSS will ensure every child has the opportunity to receive a rigorous education in order to prepare them for their path to college and careers.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development on CCSS.	Professional Development	All	ILT	Summer 2012	On-going		
Create pacing schedule.	Professional Development	All	teachers	Summer 2012	On-going		
Plan rigorous integrated units aligned to the CCSS.	Professional Development	All	teachers	Quarter 1	On-going		
Implement unit plans.	Instruction	All	teachers	Quarter 1	On-going		
Assess students with new district teacher-based assessments and rubrics.	Instruction	All	teachers	Quarter 1	On-going		
Analyze and reflect on data in order to drive instruction.	Professional Development	All	teachers	Quarter 1	On-going		
Assess student and staff needs in order to successfully implement the CCSS.	Instructional Materials	All	teachers	Summer 2012	On-going		

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
The ILT will analyze school-wide data, lead the teachers in professional growth, and increase the level of academic rigor through the application of CCSS.	Based on test scores, approximately half of our students are keeping pace with growth targets. It is essential to continuously analyze data in order to guide best teaching practices.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will analyze standardized assessment data.	ILT/ Teacher Teams	All	ILT and teacher	Quarter 1	On-going		
ILT will identify instructional and teacher needs to plan for professional development.	ILT/ Teacher Teams	All	ILT and teacher	Quarter 1	On-going		
Provide professional development based on need analysis.	Professional Development	All	ILT and teacher	Quarter 1	On-going		
Create and implement grade specific SMART goals/action plans.	Instruction	All	teacher teams	Quarter 1	On-going		

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Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Create an open, welcoming, and safe enviroment in which parents and community members work alongside the school in order establish the most successful enviroment for the students to achieve their goals.	In order to provide our student's the best possible education , we need to have the support of the parents and community. Based on the school's 2011 Report Card, the rating for parent and community was average.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to work with our parent committees: NCLB, PTA, BAC, and LSC	LSC/ PAC/ PTA	All	Administration	Quarter 1	On-going		
Continue to invite parents and community members to Reading and Math Nights. We will also increase the number of these academic functions.	Parental Involvement	All	Administration/ Teachers	Quarter 1	On-going		
Continue to provide parents the opportunity to connect with community partners to receive services such as, ESL classes, parent workshops, and parent meetings that include a panel of experts on different topics.	Parental Involvement	All	Administration	Quarter 1	On-going		
Conduct formal and informal surveys with parents and community leaders in order to determine ways in which we can improve our level of support.	Parental Involvement	All	Administration	Quarter 1	On-going		

Strategic Priority 4

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2012-2014 Continuous Improvement Work Plan

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Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Expand staff and student health and wellness initiatives to focus on nutrition and fitness.	Based on the school's 2011 Report Card, Nightingale was not Healthy School certified. Our approval is pending.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Build into the school week a minimum of 45 minutes of Physical Education for all students	Instruction	All	Physical Education Teache	Quarter 1	On-going		
Provide nutrition education by integrating into the core curriculum.	Instruction	All	Teachers	Quarter 1	On-going		
Build relationships with community partners to provide additional nutrition and fitness programs.	Instruction	All	Administration	Quarter 1	On-going		
Provide professional development to school staff regarding nutrition and fitness.	Professional Development	All	Administration	Quarter 1	On-going		

Strategic Priority 5